


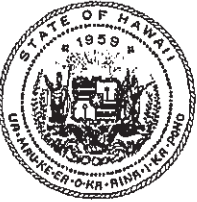
May 4, 2017

TO: ALL CONCERNED
FROM: 
Nolan P. Espinda, Director
SUBJECT: **AMENDMENTS TO COR.14.09: ACADEMIC AND CAREER
AND TECHNICAL PROGRAM STANDARDS**

The following are the significant changes to COR.14.09, effective May 4, 2017:

- 1) In Section 2.0, changed Reference section to References and Forms, and renumbered subsequent sections.
- 2) Updated references to add in updated and relevant laws.
- 3) Added in the following definitions: ASE, CTE, Curriculum, Education Program, Educational Records, HiSET, HSE, SMS, Student Eligibility, TABE, Title I, and VILT.
- 4) Added in Section 5.4, Academic and Career and Technical Standards.
- 5) Modified numbering so that numbering is consistent and sequential.
- 6) Modified formatting so that it is consistent with other policies.
- 7) Other minor grammar changes.

If you require any clarification, please contact Shelley Nobriga at 808-587-1262 or shelley.d.nobriga@hawaii.gov. COR.14.09 is to take effect on May 4, 2017.

	DEPARTMENT OF PUBLIC SAFETY CORRECTIONS ADMINISTRATION POLICY AND PROCEDURES	EFFECTIVE DATE: May 4, 2017	POLICY NO.: COR.14.09
		SUPERSEDES (Policy No. & Date): COR.14.09 & 03/20/2009	
	SUBJECT: ACADEMIC AND CAREER AND TECHNICAL PROGRAM STANDARDS		Page 1 of 8

1.0 PURPOSE

To establish practices which govern the use and review of academic and career and technical program standards.

2.0 REFERENCES AND FORMS

1. References

- a. 34 CFR Parts 200 and 300 – Improving the Academic Achievement of the Disadvantaged; Individuals with Disabilities Education Act (IDEA), including §§ 200.90 through 200.103, Subpart D – Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk of Dropping Out.
- b. Department of Public Safety (PSD), Policy and Procedures (P & P), COR.14.10, Administration of Educational Records.
- c. PSD, P & P, COR.14.20, Academic and Career and Technical Mandates.
- d. Elementary and Secondary Education Act of 1965 (ESEA), Public Law 89-10, amended in 2001, reauthorized on December 10, 2015, as Every Student Succeeds (ESSA), Public Law 114-95, Title I, Part D Program, *Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent or At Risk*.
- e. Individuals with Disabilities Education Act (IDEA), Public Law 101-476, 104 Stat. 1142, amended by Individuals with Disabilities Education Improvement Act of 2004, Public Law 108-446.
- f. Title I, Part D Program, *The Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent or At Risk*, reauthorized under the Elementary and Secondary Education Act (ESEA), as amended in 2001.

3.0 DEFINITIONS

- .1 ABE: Adult Basic Education. Refers to basic instruction in reading, math, and applied life skills at or below the high school level.

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- .2 ASE: Adult Secondary Education.
- .3 CTE: Career and Technical Education.
- .4 Curriculum: The aggregate of subjects comprising a course of study in a school, college and/or university.
- .5 Education Program: Academic or career and technical programs approved by the Corrections Education Services Branch Manager offered by a facility education program.
- .6 Educational Records: Records directly related to a student and maintained by an educational agency or institution or a party acting for or on behalf of the agency or institution.
- .7 Education Testing -refers to both academic and vocational testing of an inmate, by means of either a standardized test or an instructor's own test, for the purposes of academic placement or academic progress.
- .8 HiSET: High School Equivalency Test.
- .9 HSE: High School Equivalency Preparatory Program. Refers to a Pre-HSE Program.
- .10 SMS: Student Management System refers to the Internet-based management information system used to manage student data, including student courses and attendance.
- .11 Student Eligibility: refers to youth entitled to a free public education, do not possess a high school diploma, enrolled for a minimum of fifteen hours per week in an authorized education program.
- .12 TABE: Test of Adult Basic Education.
- .13 Title I: Title I, Part D Program, *The Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent or At Risk*, for eligible youth under the age of twenty-two without a high school diploma or HSE.
- .14 VILT: Virtual Instructor Led Training.

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4.0 POLICY

Inmates entering a correctional institution education program shall undergo an initial set of education testing and placement in an academic program based on the initial evaluation. Routine academic re-evaluation for those inmates participating in academic, and career and technical programs shall be measured against (and in accordance with) established academic and career and technical standards.

5.0 PROCEDURE

.1 Standards for Testing, Initial Evaluation and Subsequent Evaluation

- a. To ensure consistency and compatibility in academic programs from one facility to another, standards for the monitoring, evaluation, and testing of inmates in education programs shall be designated by the Education Services Branch Administrator.
- b. The Education Services Branch Administrator shall review these standards annually.

.2 Testing and Evaluation

- a. Inmates entering an education program in either a community correctional center or a correctional facility shall undergo education testing by an education staff member using TABE.
- b. If the inmate wishes to participate further in an education program that inmate is placed in an academic program according to the results of that assessment, and academic progress is monitored against the standards prescribed in TABE.
- c. Receiving and Diagnostics (RAD) Unit Testing
 - 1) Education testing of inmates entering the RAD Unit shall be done as quickly as possible, as education is only one of various assessments required to be completed prior to an inmate entering general population.
 - 2) In the RAD Unit, sentenced felons shall be academically assessed by an education staff member within sixty (60) working days of transfer to the RAD Unit.

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- 3) Education testing shall take place at a time and place agreed to by both facility and education staff as being appropriate to a testing environment.
- 4) In the event that a scheduled testing session is missed, steps shall be taken to ensure a prompt scheduling of a make-up session.

d. Community Correctional Center General Intake Education Testing

- 1) Inmates who enter an education program in a Community Correctional Center shall be academically assessed with materials consistent with those used by the RAD Unit, in order to facilitate academic placement and to ensure consistency in corrections education programs.
- 2) The inmates shall be academically assessed by an education staff member after receiving a request through regular facility channels (i.e., an approved request through facility mail or via a request from a counselor).
- 3) The education testing shall take place at a time and place agreed to by both facility and education staff as being appropriate to a testing environment.

e. Evaluation of Inmate Progress

- 1) Inmates participating in education programs shall be evaluated periodically to measure their academic progress against TABE.

.3 Recording of Information

- a. All the information gathered by initial education testing and subsequent evaluations shall be recorded in the SMS.

.4 Academic and Career and Technical Standards

- a. Evaluation Procedures shall be according to TABE

- 1) Adult Basic Education, Level I Adult Literacy:

Grade Level Equivalent: 0.0 to 3.9

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Evaluation Score: TABE: 0 to 1.9
TABE: 1.6 to 3.9

Required Hours: 3 hours per week

Recommended Hours: 7.5 hours per week

Minimum Hrs. of Instruction: 60 hours

Evaluation: TABE post-test

Mode of Instruction: Interactive classroom presentations, discussion, project based activities, reading circles, math tutorials, and computer-based instruction.

Course of Study: Multi-texts, computer based reading and science programs, instructor selected materials based on student and class needs.

2) Adult Basic Education, Level II Adult Literacy:

Grade Level Equivalent: 4.0 to 8.9

Evaluation Score: TABE: 4.0 to 8.9

Required Hours: 3 hours per week

Recommended Hours: 7.5 hours per week

Minimum Hrs. of Instruction: 60 hours

Evaluation: TABE post-test

Mode of Instruction: Interactive classroom presentations, discussion, project based activities, reading circles, math tutorials, and computer-based instruction.

Course of Study: Multi-texts, computer based math, reading and science programs,

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instructor selected materials based on student and class needs.

3) Adult Secondary Education:

Grade Level Equivalent: 9 to 12.9

Evaluation Score: TABE: 9 to 12.9

Required Hours: 3 hours per week

Recommended Hours: 7.5 hours per week

Minimum Hrs. of Instruction: 60 hours

Evaluation: TABE post-test

Mode of Instruction: Classroom Instruction (maximum of 20 students); Supplementary instruction (peer tutor, computer/video based), computer based math, reading and science programs, multi-media presentations and discussions, book club, and computer-based instruction.

4) High School Equivalency:

Grade Level Equivalent: 10 to 12.9

Evaluation Score: TABE: 10 to 12.9
GED Practice Test - 4 subjects, 150 points for each subject.

Required Hours: 3 hours per week

Recommended Hours: 7.5 hours per week

Minimum Hrs. of Instruction: 60 hours

Evaluation: Passing score on HiSET Exam – total battery score of 8 or higher

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on each individual test, with a total score of 45.

Mode of Instruction: Classroom Instruction (maximum of 20 students); Project based learning activities focused on analysis and reasoning, problem solving, main idea, interactive classroom presentation and computer-based instruction.

Course of Study: Published review texts (Steck Vaughn, Contemporary)

5) Self Development:

Evaluation: TABE: 4.0 to 12.9
Meet minimum requirements of course.

Other Requirements: Contract stating student's commitment to completing course requirements. Able to mentally and physically participate in course activities.

Required Hours: See course requirements

Evaluation: Course participation. In some cases, maintain a set grade level average. Complete 80% of all course requirements.

Mode of Instruction: See course curriculum.

Course of Study: See curriculum; depending on facility.

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6.0 RESPONSIBILITY

It is the responsibility of the education supervisor, or education specialist at each facility to apply the standards designated by the Corrections Education Program Manager, or Education Specialists at the Community Correctional Centers.


7.0 SCOPE

This policy applies to all corrections education programs in the State of Hawaii.

APPROVAL RECOMMENDED:

 May 4, 2017
Deputy Director for Corrections Date

APPROVED:

 May 4, 2017
Director Date

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